
| RESEARCH ARTICLE

Evaluating Language Policy and Planning for English as a Second Language in Siquijor's Basic Education: A Translanguaging Perspective on School Leadership and Instructional Practices

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| ABSTRACT

This study examines how translanguaging can enhance English as a Second Language (ESL) education in Siquijor, Philippines, by addressing the disconnect between current language policies and the multilingual realities of classrooms. Guided by the Mansueto–Temprosa Translanguaging Model, the research explores five critical domains: pedagogical practices, curriculum design, teacher training, assessment methods, and policy development. A quantitative approach was employed, incorporating pilot testing, descriptive statistics, and path analysis to evaluate school principals' perspectives on translanguaging practices. The research instrument demonstrated excellent reliability, with a Cronbach's alpha of 0.970. Relationships among variables were examined using path analysis, supported by the coefficient of determination (R^2) to assess the strength of influence. Results show that blended learning strategies and appropriate instructional materials are the most significant predictors of effective pedagogy and curriculum outcomes. In the domain of teacher training, communicative and interactive skills yielded the strongest impact, while emerging methods such as virtual reality and microteaching remain underutilized. Performance-based assessment demonstrated the highest explanatory power in assessment outcomes, whereas adaptive and alternative assessments showed limited use and influence. Socio-cultural and economic factors emerged as the most powerful drivers of policy development but were among the least emphasized in practice. The study concludes that there is a critical gap between the most effective strategies and current ESL practices. It recommends that educational leaders and policymakers realign priorities by investing in blended learning, teacher collaboration, authentic assessments, and culturally responsive materials to create more inclusive and effective ESL learning environments in multilingual contexts.

| KEYWORDS

Translanguaging, ESL education, Siquijor, Mansueto–Temprosa Translanguaging Model, blended learning, curriculum design, teacher training, performance-based assessment, language policy, multilingual education, path analysis, coefficient of determination, instructional materials, socio-cultural factors

| ARTICLE INFORMATION

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1. Introduction

English language education is constantly evolving, with multilingual approaches gaining traction as educators recognize the diverse linguistic backgrounds of students. One such approach, translanguaging, challenges traditional monolingual teaching methods by encouraging fluid language use, allowing students to draw from their full linguistic repertoire to enhance learning (Li Wei, 2022). In the Philippines, where English serves as both a second language and a primary medium of instruction, language policies significantly influence educational outcomes. In Siquijor's basic education system, adopting a translanguaging approach in school leadership and classroom instruction presents an opportunity to improve English as a Second Language (ESL) learning. By integrating students' native languages alongside English, educators can enhance comprehension, cognitive development, and overall academic success (Miqawati, 2022).

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Despite its potential benefits, translanguaging remains underutilized in Siquijor’s schools due to rigid language policies that enforce strict monolingual instruction. Traditional ESL teaching methods often discourage the use of native languages, which can hinder students’ ability to grasp complex concepts and engage meaningfully in the learning process (Nazzee, 2021). Additionally, many teachers training programs do not equip educators with the necessary skills to implement translanguaging strategies effectively (Camral & Sumayo, 2025). This gap between policy and practice highlights the need for a more inclusive, context-sensitive approach to ESL education.

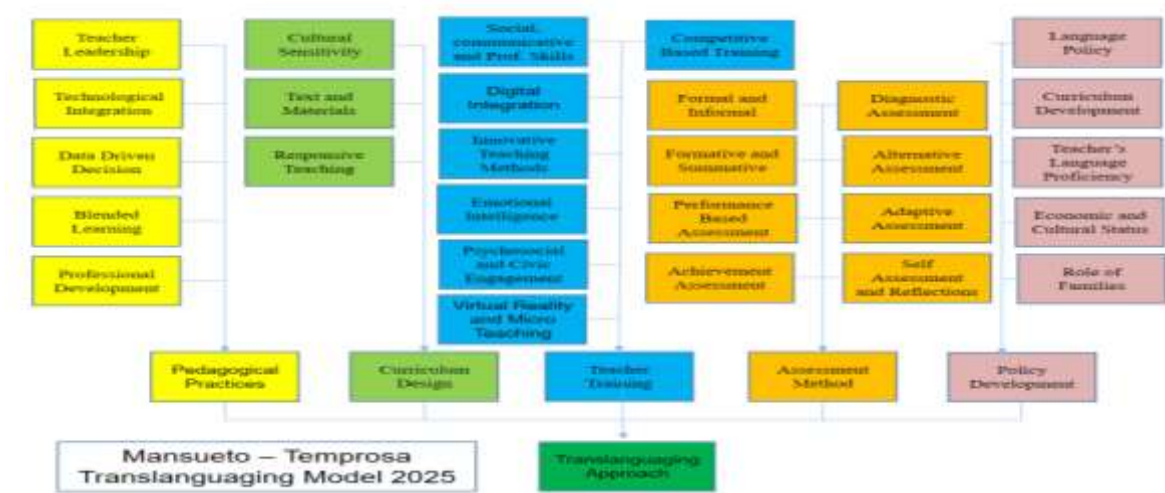
Siquijor’s education system faces several challenges in embracing translanguaging, including the absence of supportive curriculum frameworks, limited professional development for teachers, and assessment models that fail to recognize multilingual competencies (Schipor & Hammershaug, 2022). Many teachers struggle to implement flexible language strategies due to a lack of institutional support and clear guidelines. Furthermore, conventional assessment practices primarily measure English proficiency through a monolingual lens, overlooking the cognitive and communicative advantages of bilingual and multilingual learners (Winna & Sabarun, 2023). Without necessary policy adjustments, these barriers may continue to impede ESL learning in the region.

This study aims to address these challenges by examining language policy and planning in Siquijor’s ESL education through a translanguaging lens. By analyzing school leadership approaches and instructional methods, this research will propose policy recommendations that support a more inclusive and effective learning environment. Specifically, it will explore pedagogical practices, curriculum development, teacher training, and assessment frameworks to identify ways to integrate translanguaging into existing policies (Ainin, Tampus, & Eliseo, 2025). Through this in-depth analysis, the study seeks to provide practical insights that improve ESL education in multilingual communities, ensuring equitable and effective language learning experiences for students in Siquijor.

1.1 Theoretical Framework:

Translanguaging Theory emphasizes how multilingual speakers utilize their entire linguistic repertoire to communicate, challenging the traditional notion of language separation in educational settings. Rather than viewing languages as distinct systems, translanguaging promotes fluid language practices that enable learners to draw on all their linguistic resources. Li Wei (2022), a key scholar in this field, has significantly contributed to the theoretical foundations of translanguaging, advocating for its integration into language policy and planning for ESL education. Within this framework, several critical dimensions shape language policy and planning. First, (1) pedagogical practices encourage the use of students’ native languages alongside English to enhance cognitive development and comprehension. (2) Curriculum design should integrate students’ linguistic backgrounds, creating a more inclusive and effective learning environment. Additionally, (3) teacher training plays a crucial role in equipping educators with the necessary strategies to implement translanguaging, fostering an appreciation for linguistic diversity. Moreover, (4) assessment methods must be adapted to account for multilingual competencies, moving beyond traditional monolingual evaluation standards. Finally, (5) policy development should support flexible language use in educational settings, reflecting the realities of multilingual communities. By addressing these dimensions, translanguaging theory provides a comprehensive framework for promoting equitable and effective ESL education

1.2 Conceptual Framework



The image presents the *Mansueto–Temprosa Translanguaging Model 2025*, a comprehensive educational framework that places translanguaging at its core. The model is organized into color-coded categories, each representing a key educational domain. Pedagogical Practices (yellow) emphasize teacher leadership, technology integration, data-driven decision-making, blended learning, and ongoing professional development. Curriculum Design (green) focuses on cultural sensitivity, inclusive teaching materials, and responsive instruction. Teacher Training and Competitive-Based Training (both blue) are geared toward preparing educators and students for modern demands, highlighting skills like digital fluency, emotional intelligence, psychosocial engagement, and innovative teaching methods, including virtual reality. Assessment Methods (yellow) include diagnostic, adaptive, alternative, and self-assessments to evaluate outcomes and encourage reflection. Policy Development (brown) supports the model through language policy, curriculum planning, teacher training, and considerations of economic, cultural, and familial contexts. At the center of the model is the Translanguaging Approach (green), which connects all components, promoting the use of multiple languages in learning to support inclusivity, understanding, and engagement—especially for multilingual students. Altogether, the model offers a forward-thinking, inclusive, and cohesive structure for 21st-century education.

1.3 Review of Related Literature

1.3.1 Pedagogical Practices

Pedagogical learning encompasses several key subdimensions that shape effective teaching practices. (1) Teacher leadership and collaboration play a crucial role, as highlighted by Ainin, Tampus, and Eliseo (2025), who emphasize that strong leadership and teamwork among educators drive curriculum innovation and improve learning outcomes. (2) Technological integration and differentiated instruction are also vital, with Valzado et al. (2023) demonstrating how blending technology with personalized teaching strategies enhances both instructional quality and teacher effectiveness. Another important aspect is (3) data-driven decision-making and personalized interventions, where Sajja et al. (2023) developed an AI-powered learning analytics tool to help educators track student progress and tailor interventions accordingly. (4) Blended learning strategies further shape modern pedagogy, as Romero and Lim (2022) explored in their study on reading instruction, emphasizing the importance of structured learning phases and collaboration among teachers, parents, and students to address blended learning challenges. Lastly, (5) professional development and pedagogical competence remain fundamental, with Camral and Sumayo (2025) finding that while teachers demonstrate high competence, factors beyond demographics and CPD participation influence overall teaching effectiveness. Together, these subdimensions reflect the evolving nature of pedagogical learning, reinforcing the need for continuous adaptation and innovation in education.

1.3.2 Curriculum Design

Curriculum design plays a vital role in second-language acquisition, shaping motivation, engagement, and instructional effectiveness. Zhimei Yi (2023) highlights the impact of intrinsic and extrinsic motivation, classroom activities, and socio-cultural factors on ESL learners' experiences. Similarly, grammar-focused instruction, as explored by Xiuzhi Zhai, Lay Kee Ch'ng, and Aznan Che Ahmad (2023), emphasizes integrating grammar into communicative tasks for more effective learning. Pedagogical approaches also play a crucial role, with Zainab Nazzee (2021) comparing communicative and structural methods while stressing the need for strong teacher training and innovation. Universal Design for Learning (UDL), discussed by Karwan Kakabra Kakamad, Z. Babakr, and Pakistan Faiq Mohamedami (2021), promotes personalized, student-centered instruction using digital tools to enhance accessibility. Addressing linguistic diversity, A. Miqawati (2022) advocates for curriculum adaptation through multilingual and multicultural strategies, helping learners navigate language barriers. She highlights three key strategies: (1) cultural sensitivity in lesson design, (2) the use of appropriate texts and materials that reflect students' backgrounds, and (3) responsive teaching techniques that incorporate students' native languages for better comprehension. Meanwhile, Delia Schipor and Vilde Smeby Hammershaug (2022) examine national curriculum strategies, comparing explicit and implicit teaching while assessing government-led teacher training programs. Among these approaches, Miqawati's (2022) curriculum adaptation framework stands out as the most effective, as it supports translanguaging—allowing learners to switch between languages naturally. By embracing linguistic diversity and flexible instruction, this approach fosters inclusivity, enhances comprehension, and improves overall learning outcomes in ESL classrooms.

1.3.3 Teacher Training

Training English teachers effectively means preparing them with a wide range of skills and modern teaching methods to help them succeed in diverse classrooms. First, (1) social, communicative, and professional interaction skills are essential. Teachers need to communicate clearly, engage students, and create an inclusive and interactive learning space, especially in multilingual and multicultural settings (Zubenschi, 2022). Second, (2) competence-based training focuses on key teaching skills like lesson planning, assessing students' progress, adapting lessons for different learning needs, and giving meaningful feedback (Tovkanets, 2022). Third, as technology becomes more important in education, (3) digital integration helps teachers use blended learning, digital storytelling, language apps, and AI-powered tools to personalize instruction (Meisuri et al., 2024). Fourth, (4)

innovative teaching methods move beyond traditional approaches, emphasizing techniques like task-based learning (TBLT), content and language integrated learning (CLIL), communicative language teaching (CLT), and inquiry-based learning to make lessons more engaging and effective (Navarro et al., 2024). Fifth, (5) emotional intelligence and well-being are crucial for managing classrooms, resolving conflicts, and keeping students motivated. Training should also help teachers address language anxiety and create a positive learning environment (Pozo-Rico et al., 2023). Sixth, (6) psychosocial and civic engagement should be part of teacher training so educators can integrate critical thinking, social justice topics, and global issues into their lessons while also promoting digital citizenship and intercultural understanding (Genol et al., 2022). Finally, (7) virtual reality and microteaching bring an interactive element to training, allowing teachers to practice classroom management, pronunciation drills, and student interactions in a realistic, simulated setting (Zhang et al., 2024). By focusing on these key areas, teacher training programs can better equip English teachers with the skills, knowledge, and tools they need to succeed in today's dynamic classrooms.

1.3.4 Assessment Method

Assessment plays a crucial role in education, helping teachers understand how well students are learning and where they may need support. There are various ways to assess students, including (1) formal and informal assessments. Formal assessments, such as standardized tests and exams, provide clear, measurable scores, while informal assessments, like observations and peer reviews, offer a more flexible way to track student progress (Winna & Sabarun, 2023). Assessments can also be classified as (2) formative or summative. Formative assessments, like quizzes and reflections, give students feedback throughout a course to help them improve, while summative assessments evaluate overall learning at the end of a term or program (Pacheco, 2023). Another approach is (3) performance-based assessment, which involves real-world tasks such as presentations and debates, allowing students to apply their knowledge in practical situations (Sugiono, 2022). Some assessments focus on specific learning goals—(4) achievement assessments check whether students have mastered particular topics, while proficiency assessments measure overall language ability, often for placement purposes (Winna & Sabarun, 2023). Teachers also use (5) diagnostic assessments to identify students' strengths and weaknesses, enabling them to adjust teaching strategies to meet individual needs (Salamat, 2021). Beyond traditional methods, (6) alternative assessments, like portfolios and self-assessments, provide a more comprehensive picture of student progress beyond test scores (Aknouch, 2023). Advancements in technology have also introduced (7) adaptive assessments, which use AI to personalize questions based on a student's skill level, making evaluations more tailored and effective (Vazhangal et al., 2024). Lastly, (8) self-assessment and reflection encourage students to take an active role in their learning, helping them develop independence and critical thinking skills (Herrera et al., 2022). By using a combination of these assessment methods, educators can create a more well-rounded and effective system for evaluating student progress and supporting their growth.

1.3.5 Policy Development

In the Philippines, developing strong language policies is key to shaping English as a Second Language (ESL) education, especially in a country with such a diverse linguistic landscape. A clear and well-structured (1) language policy is crucial, particularly in English-medium schools, to ensure consistency in instruction and support students' overall well-being (Lehman, 2023). At the national level, the Department of Education's Mother Tongue-Based Multilingual Education (MTB-MLE) policy follows a similar approach to India's National Education Policy (NEP) 2020 by promoting local languages in early education while gradually introducing English and Filipino to improve learning outcomes (Mishra & Mishra, 2024). In terms of (2) curriculum development, research suggests that using translanguaging strategies—where students are encouraged to switch between their native language and English—enhances comprehension and language skills. This approach is particularly relevant in the Philippines, where students come from different linguistic backgrounds and speak a variety of regional languages (Gelir, 2021). Another major factor shaping ESL education today is technology. Digital tools like multimedia-based speaking exercises, online reading and listening activities, and structured writing programs have proven effective in engaging Filipino students and improving their English proficiency (Maravilla et al., 2023). However, for these policies to succeed, teachers must be well-equipped to implement them. Studies highlight the importance of ongoing professional development, particularly in preparing educators to support students with special learning disabilities (Uçak & Demirok, 2022). At the same time, (3) strengthening teachers' language proficiency is equally important, as their ability to communicate effectively in English directly impacts classroom instruction and student learning (Peña, 2023). Beyond the classroom, a student's environment also plays a significant role in ESL learning. Research in Malaysia shows that social and cultural factors, including access to English-speaking communities and learning resources, influence second language acquisition (Krishnasamy, 2021). In the Philippines, exposure to English varies widely depending on socio-economic status and geographic location. Meanwhile, the (4) economic and cultural status of English presents its own challenges, as English remains the language of business and global communication, yet there is an ongoing effort to promote Filipino and regional languages alongside it (Albury, 2021). Finally, the (5) role of families in language development cannot be overlooked. Studies show that home literacy practices and parents' attitudes toward English

have a lasting impact on children's ability to acquire and use the language effectively (Zhang et al., 2021). All these factors—policy, curriculum, teacher training, socio-cultural influences, and family support—must come together in a well-planned and inclusive approach to ensure a more effective and sustainable ESL learning environment in the Philippines.

2. Methodology

This study employs a quantitative research design to assess translanguaging practices in Siquijor's basic education system. The methodology includes pilot testing, descriptive analysis, and inferential statistical methods to evaluate the perspectives of all school principals in the Department of Education in Siquijor. As the entire population of principals was involved, no sampling technique was applied.

2.1 Pilot Testing

To ensure the reliability of the research instrument, a pilot test was conducted using Cronbach's alpha to measure internal consistency. Ten education majors from a State University and College (SUC) in Siquijor participated in the pilot phase. These respondents, selected for their academic background in education, were not current school principals. The resulting Cronbach's alpha of 0.970 indicates excellent reliability, confirming the instrument's suitability for the main data collection.

2.2 Descriptive Analysis

A descriptive-weighted mean approach was used to assess the perspectives of school principals regarding the translanguaging practices of their teachers. This method helped determine the extent and perceived effectiveness of translanguaging in ESL instruction across the region.

2.3 Inferential Analysis

Inferential analysis was conducted using path analysis to identify the relationships among key dimensions of translanguaging practices. The coefficient of determination (R^2) was used to measure the strength of influence each predictor variable had on pedagogical practices, curriculum design, teacher training, assessment methods, and policy development. This approach provided a structured understanding of which factors most significantly impact ESL outcomes in multilingual settings.

2.4 Data Collection

Data collection was conducted through a combination of online and face-to-face methods. Some school principals responded via a secure online form, while others completed printed questionnaires distributed in person. All responses were consolidated for analysis. Anonymity was strictly maintained throughout the process—no identifying information was collected, and each response was assigned a code to protect participant confidentiality. The consolidated data set was then prepared for statistical analysis, ensuring accuracy and consistency in the handling of responses.

3. Result and Discussion

3.1 Pedagogical Practices

Understanding the core drivers of effective ESL instruction requires a close examination of key pedagogical practices and their relative impact in the classroom. Table 1 presents school principals' perceptions, showing that while professional development is consistently applied, teacher leadership and collaboration are less emphasized. To deepen this analysis, the study employed path analysis using the coefficient of determination (R^2) to identify which factors most strongly influence pedagogical effectiveness. As shown in Table 2, blended learning strategies emerged as the most impactful predictor, highlighting the critical role of technology integration and instructional flexibility in enhancing ESL teaching outcomes.

Table 1 Pedagogical Practices

Pedagogical Practices	Mean	Verbal Description
Teacher Leadership and Collaboration	4.01	Often
Technological Integration and Differentiated Instruction	4.08	Often
Data – Driven Decision Making and Personalized Interventions	4.16	Often
Blended Learning Strategies	4.05	Often
Professional Development and Pedagogical Competence	4.40	Always
Composite Mean	4.14	Often

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Rarely; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; 4.21 – 5.00 Always

The table indicates that among the identified pedagogical practices, teacher leadership and collaboration emerged as the lowest. This observation is consistent with findings in recent literature that underscore significant challenges in fostering collaborative practices in ESL contexts. Kos (2024) underscores that although peer collaboration holds promise for enhancing ESL classrooms,

many educators lack sufficient training to effectively integrate collaborative principles into their teaching. Similarly, Nguyen and Tran (2022) documented how Vietnamese ESL teachers exhibited leadership by adapting textbooks and pedagogical practices; however, systemic constraints and insufficient institutional support frequently curtailed broader collaborative reform efforts. In the Nepalese context, Rana and Rana (2022) found that traditional teacher-centered approaches remain predominant, with limited implementation of collaborative activities attributable to teachers’ inadequate knowledge and low confidence in applying such strategies. Further, Liang and Lo (2024) highlighted that while cross-curricular collaboration in Hong Kong’s bilingual education settings enhanced language awareness, practical barriers and gaps in teacher leadership impeded its consistent application. Rui and Lo (2023) similarly reported that in higher education English Medium Instruction (EMI) environments, collaboration between language and content teachers improved instructional quality and student engagement; however, such outcomes were highly dependent on intentional and sustained leadership support. In the Philippines, Dela Peña and Musico (2024) identified weak instructional supervision and the absence of collaborative leadership among principals as key obstacles preventing teachers from advancing their ESL pedagogical practices. Finally, Soh (2024) emphasized that although a participatory action research framework facilitated the development of reflective and collaborative practices among pre-service ESL teachers, these approaches were largely absent within traditional teacher education programs.

Table 2 Effects and Relative Strength of Each Predictor on Pedagogical Practices

Predictor Variable	Coefficient of Determination	P-value	Significance
Teacher Leadership	0.527	0.000	Strong
Technological Integration and Differentiated Instruction	0.576	0.000	Strong
Data – Driven Decision Making and Personalized Interventions	0.545	0.000	Strong
Blended Learning Strategies	0.591	0.000	Strong
Professional Development and Pedagogical Competence	0.351	0.000	Strong

Table 2 shows the comparative influence of different predictor variables on Pedagogical Practices. Each variable was analyzed for its individual contribution using the coefficient of determination (R^2), with values ranging from 0 to 1. Blended Learning Strategies emerged as the strongest predictor, with an R^2 value of approximately 0.591, meaning it accounts for 59.1% of the variance in Pedagogical Practices. In contrast, Professional Development and Pedagogical Competence yielded a lower R^2 of about 0.351, indicating a less substantial, though still statistically meaningful, contribution. Notably, all predictors demonstrated high statistical significance, with p-values less than 0.001. This confirms that their effects are not due to chance. Taken together, the results indicate that while all predictors are relevant, Blended Learning Strategies have the most significant and reliable impact on pedagogical outcomes.

A growing body of research supports these findings, highlighting the practical and theoretical strengths of blended learning in contemporary education. Blended learning, which combines traditional face-to-face instruction with digital tools and environments, fosters flexible, student-centered pedagogy aligned with constructivist and connectivist learning theories (Vishal, 2024; Alali & Wardat, 2024). Empirical evidence shows that this approach enhances educational effectiveness, student motivation, and communication, particularly through the use of interactive and project-based strategies (Cadernos, 2025; Daniel & Villanueva, 2023). It also contributes to the development of productive language skills—such as speaking and writing—by offering individualized digital support (Roinah et al., 2024; Akintunde & Abdallah, 2024). Surveys consistently indicate that both students and teachers view blended learning positively, though they underscore the need for adequate technical infrastructure and professional preparation (Bandara & Jayaweera, 2024; Bozhko et al., 2023). Furthermore, blended learning enhances teacher professional development and fosters student autonomy by strengthening digital pedagogical competence and engagement (Garashkina & Druzhinina, 2022; Rocha & Doyle, 2023). Numerous experimental and review studies affirm that well-designed blended strategies lead to measurable improvements in academic performance and student motivation (Fionasari, 2024; D. et al., 2023).

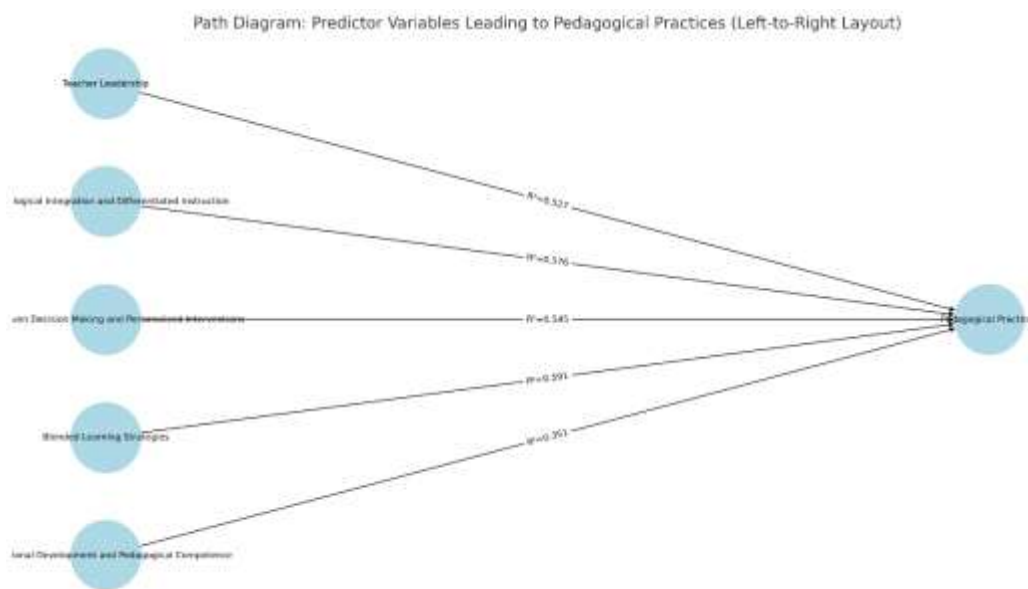


Figure 1 Path Analysis for Pedagogical Practices

The path diagram illustrates the influence of five key predictors on pedagogical practices, as measured by coefficients of determination (R^2) from a statistical model. Pedagogical practices, positioned as the outcome variable, are directly influenced by Teacher Leadership (0.527), Technological Integration and Differentiated Instruction (0.576), Data-Driven Decision Making and Personalized Interventions (0.545), Blended Learning Strategies (0.591), and Professional Development and Pedagogical Competence (0.351). All coefficients are positive and statistically significant ($p < 0.001$), indicating that each predictor contributes meaningfully to enhancing pedagogical practices. Blended Learning Strategies exert the strongest effect, whereas Professional Development and Pedagogical Competence show the weakest. These findings underscore the importance of targeted strategies—particularly blended learning and technology integration—for improving teaching effectiveness, while also highlighting the varying degrees of impact across different areas of practice.

3.2 Curriculum Design

Curriculum design plays a vital role in supporting effective ESL instruction, particularly in multilingual settings like Siquijor. As shown in Table 3, while culturally sensitive content and responsive teaching techniques are frequently applied, the use of appropriate texts and materials—despite being the strongest predictor of curriculum effectiveness ($R^2 = 0.732$)—remains the most underdeveloped, highlighting a critical area for improvement.

Table 3 Curriculum Design

Curriculum Design	Mean	Verbal Description
Culturally Sensitive	4.19	Often
Appropriate Texts and Materials	4.13	Often
Responsive Teaching Techniques	4.23	Always
Composite Mean	4.18	Often

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Rarely; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; 4.21 – 5.00 Always

The table shows that among the factors in curriculum design, “Appropriate Texts and Materials” ranks the lowest, underscoring the need for improvement in this area. This finding aligns with several studies highlighting similar challenges in different contexts. In India, Vaishnav (2024) reported difficulties in selecting age-appropriate and culturally relevant literary texts for ESL/EFL classrooms, exposing a gap in materials suited to diverse proficiency levels. Similarly, Hiew and Murray (2023) found that over half of the teaching materials in Malaysia’s ProELT programme failed to align with curriculum specifications, hampering effective integration. In Serbia, Panajotović and Jevrić (2024) observed that literature occupies only 2.2% of ESL textbook content, suggesting it is often a neglected curriculum component. Fornkwa’s (2024) critical discourse analysis of ESL textbooks in Cameroon revealed imbalances, with culturally appropriate materials lacking and dominant groups overrepresented. Likewise, Boruah (2022) noted the absence of culturally responsive content in ESL materials for multilingual learners in India, recommending inclusivity checks during material development. Finally, Ramadhani et al. (2023) highlighted that many ESL texts are poorly matched to learners’ proficiency levels, emphasizing the need for more careful text selection processes. Together, these studies point to a widespread issue in developing and selecting appropriate materials for effective curriculum design.

Table 4 Effects and Relative Strength of Each Predictor on Curriculum

Predictor Variable	Coefficient of Determination	P-value	Significance
Culturally Sensitive	0.611	<0.001	Strong
Appropriate Texts and Materials	0.732	<0.001	Strong
Responsive Teaching Techniques	0.562	<0.001	Strong

In a statistical analysis examining key predictors of effective curriculum design, "Appropriate Texts and Materials" emerged as the most powerful individual factor. It demonstrated a coefficient of determination (R^2) of 0.732, meaning this variable alone accounted for 73.2% of the variation in curriculum design outcomes. This high R^2 value underscores its substantial impact on shaping educational effectiveness. Additionally, the P-value was below 0.001, confirming that the relationship is not due to chance and is statistically significant. Among all variables tested, text and material appropriateness had the strongest explanatory power and was interpreted as having a "strong" effect in terms of both magnitude and reliability. These findings offer compelling guidance for educators, curriculum planners, and policymakers: prioritizing the selection of suitable texts and materials can yield the greatest improvement in curriculum quality and student outcomes.

Supporting this empirical conclusion, a growing body of research underscores the central role of appropriate texts and materials in successful curriculum development. Regalado and Armstrong (2023) emphasize that culturally sustaining pedagogies rely on the thoughtful selection of diverse texts to deepen student engagement and literacy development. In science education, Kooiker-den Boer et al. (2024) found that curriculum effectiveness hinges on the structure and suitability of texts, with poor selections limiting student learning. Similarly, Şahin and Coşkun (2023) highlight that mismatches between text readability and student capacity can significantly hinder comprehension, pointing to the need for better alignment. Wang (2024) demonstrates how awareness of genre and textual structure helps educators align materials with curricular objectives. Quantitative analyses of lexical complexity by Su et al. (2023) support this, showing how complexity benchmarks can guide appropriate text selection across grade levels. Furthermore, the Teumulong Journal (2025) stresses the importance of local cultural relevance in text design, reinforcing that contextual appropriateness is vital for effective curriculum implementation. Together, these findings echo the statistical evidence: selecting culturally responsive, level-appropriate, and structurally sound texts is not just beneficial—it is essential for designing impactful and inclusive curricula.

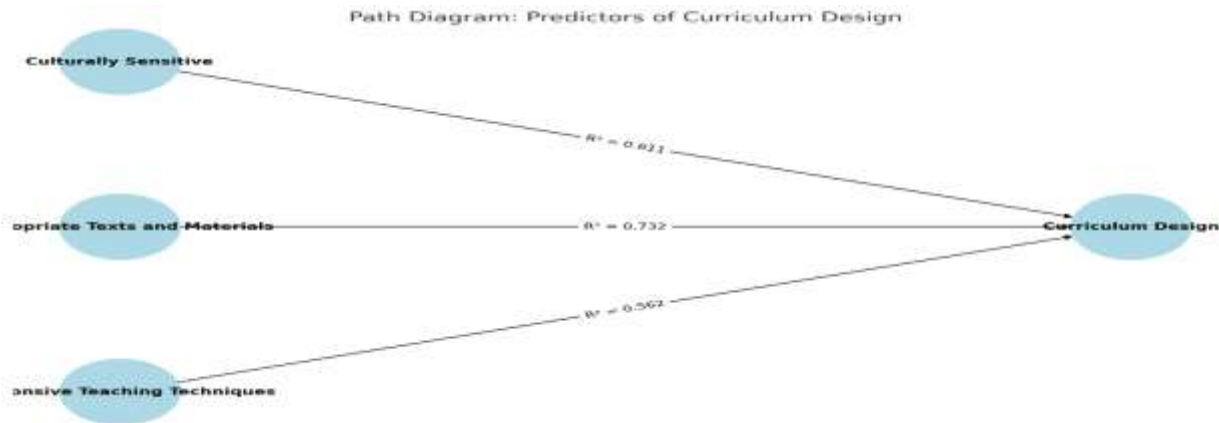


Figure 2 Path Diagram for Curriculum Design

The diagram illustrates the direct impact of each predictor on Curriculum Design, with arrows representing these individual influences. Each arrow is labeled with an R^2 value, showing how much of the variance in Curriculum Design is explained by that specific predictor. "Appropriate Texts and Materials" has the highest R^2 value at 0.732, indicating it accounts for 73.2% of the variation—making it the most influential factor. "Culturally Sensitive" and "Responsive Teaching Techniques" follow with R^2 values of 0.611 and 0.562, respectively. All three predictors demonstrate strong individual contributions to Curriculum Design.

3.3 Teacher Training

Teacher training plays a pivotal role in strengthening ESL instruction, with most areas receiving consistent attention from school administrators. As shown in Table 5, while emerging practices like virtual reality and innovative methods are still gaining traction, statistical analysis (Table 6) reveals that social, communicative, and professional interactive skills have the most significant impact on teacher effectiveness and should be prioritized in professional development efforts

Table 5 Teacher Training

Teacher Training on	Mean	Verbal Description
Social, Communicative and Professional Interactive Skills	4.43	Always
Competence Based	4.36	Always
Digital Integration	4.24	Always
Innovative Teaching Methods	4.14	Often
Emotional Intelligence and Wellbeing	4.29	Always
Psychological and Civic Engagement	4.26	Always
Virtual Reality and Micro-Teaching	3.96	Often
Composite Mean	4.24	Always

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Rarely; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; 4.21 – 5.00 Always

The table shows that administrators consistently provide teacher training across most areas, except for Innovative Teaching Methods, Virtual Reality (VR), and Microteaching. These fields are still emerging, which may explain their limited inclusion in current training programs. However, recent studies suggest growing interest and effectiveness in these approaches. VR-based microteaching, for example, significantly improves pre-service teachers' instructional and classroom management skills, with high engagement levels reported (Zhang et al., 2024; Hu & Lan, 2025; Rahmawati et al., 2024). VR is also increasingly used to simulate realistic classroom scenarios in a low-risk environment, helping teachers prepare more effectively (Kustandi et al., 2023; Mouw & Fokkens-Bruinsma, 2022). Innovative training programs incorporating tools like the metaverse, video microteaching, and case-based VR learning are being piloted and refined globally (Lee & Kim, 2024; Gabrhelová & Vochozka, 2024). Notably, none of the reviewed studies indicate that VR, microteaching, or other innovative methods are the least prioritized. Instead, they are recognized as emerging trends in teacher education, signaling a shift toward more dynamic and tech-integrated training.

Table 6 Effects and Relative Strength of Each Predictor on Teacher Training

Predictor Variable	Coefficient of Determination	P-value	Significance
Social, Communicative and Professional Interactive Skills	0.429	0.04	Moderate
Competence Based	0.25	0.141	Not Significant
Digital Integration	0.364	0.065	Not Significant
Innovative Teaching Methods	0.385	0.056	Not Significant
Emotional Intelligence and Wellbeing	0.167	0.242	Not Significant
Psychological and Civic Engagement	0.2	0.195	Not Significant
Virtual Reality and Micro – Teaching	0.286	0.111	Not Significant

A statistical analysis of teacher training outcomes revealed that Social, Communicative, and Professional Interactive Skills were the strongest predictors of success, explaining 42.9% of the variance ($R^2 = 0.429$) with a statistically significant P-value of 0.040. This indicates a moderate yet reliable effect. In contrast, Innovative Teaching Methods ($R^2 = 0.385$, $P = 0.056$) and Digital Integration ($R^2 = 0.364$, $P = 0.065$) had comparable explanatory power but did not achieve statistical significance. Competence-Based Approaches ($R^2 = 0.250$, $P = 0.141$) and Emotional Intelligence and Wellbeing ($R^2 = 0.167$, $P = 0.242$) demonstrated weaker and statistically insignificant effects. These findings suggest that focusing on interpersonal and communicative competencies in teacher training is likely to produce more impactful outcomes and should be a key area of investment for education planners and institutions.

This statistical evidence is strongly supported by research showing that interactive and communicative teaching strategies significantly improve ESL learning. Techniques such as role-play, group work, and Communicative Language Teaching (CLT) boost student engagement, language acquisition, and real-life proficiency (Ajaj, 2023; Triwibowo, 2023). Social interaction methods like storytelling and peer dialogue are particularly effective in post-COVID blended learning settings (Matiso & Makena, 2022), while professional blogging and project-based methods enhance teachers’ sociolinguistic and intercultural communication skills (Savkina, 2024; Kurmambayeva & Dalmukhanova, 2024). Training that integrates socio-emotional and cultural competence further strengthens classroom dynamics and student connection (Esfahani, 2024). Altogether, the evidence confirms that embedding interactive, communicative, and professionally engaging skills into teacher training yields the strongest benefits for ESL education.

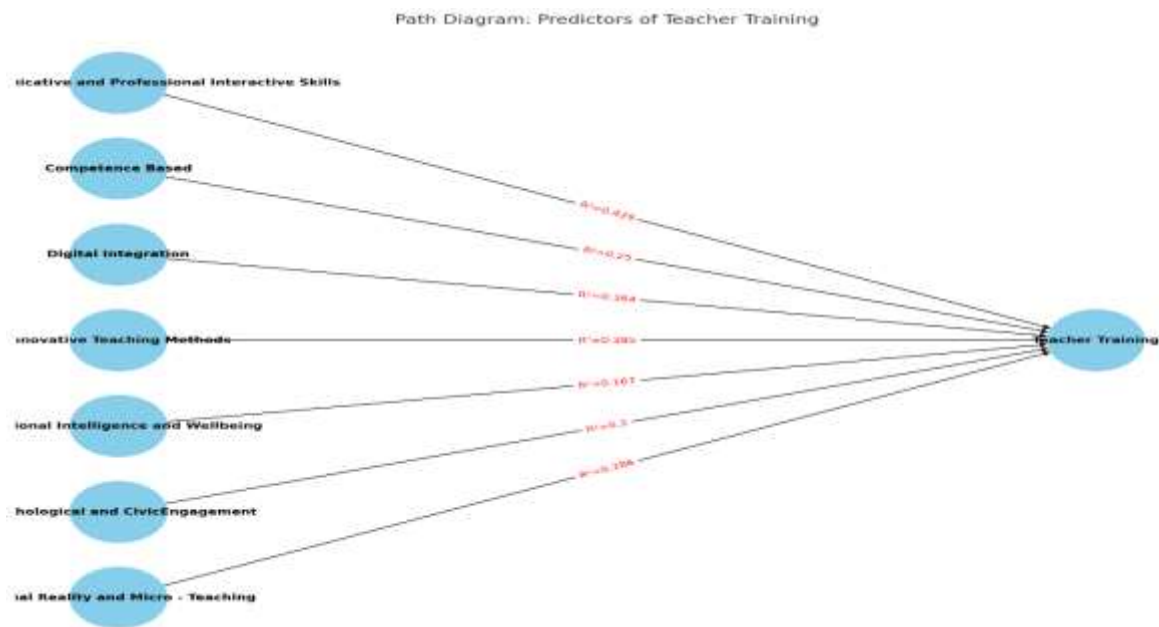


Figure 3 Path Diagram for Teacher Training

The path diagram visualizes the predictors of teacher training by illustrating how various educational and psychological factors contribute to its development. Each arrow points from a predictor variable to "Teacher Training," indicating a direct influence. The strength of each relationship is quantified by path coefficients (β values), shown in red. Among the predictors, "Innovative Teaching Methods" ($\beta = 0.385$) and "Effective and Professional Interactive Skills" ($\beta = 0.423$) have the strongest positive influence. Other contributors include "Digital Integration" ($\beta = 0.364$), "Competence Based" ($\beta = 0.231$), "Technological and Civic Engagement" ($\beta = 0.256$), "Emotional Intelligence and Wellbeing" ($\beta = 0.210$), and "Virtual Reality and Micro-Teaching" ($\beta = 0.167$), all of which also positively impact teacher training. This suggests that teacher training is multifaceted, benefiting from a combination of pedagogical, emotional, and technological competencies.

3.4 Assessment Method

Assessment plays a crucial role in ESL instruction, with most methods being frequently applied; however, alternative and adaptive assessments remain underused, pointing to a need for greater institutional support and teacher training. As shown in the analysis, only performance-based assessment demonstrated a statistically significant impact on learning outcomes ($R^2 = 0.648$, $p = 0.018$), highlighting its value in promoting authentic language use and deeper cognitive engagement.

Table 7 Assessment Method

Assessment Method	Mean	Verbal Description
Formal vs. Informal	4.27	Always
Formative and Summative	4.46	Always
Performance Based	4.19	Often
Achievement vs. Proficiency	4.27	Always
Diagnostic	4.43	Always
Alternative	4.13	Often
Teacher Enhanced Adaptive Assessment	3.93	Often
Self – Assessment	4.18	Often
Composite Mean	4.23	Always

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Rarely; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; 4.21 – 5.00 Always

The data indicate that Teacher-Enhanced Adaptive Assessment and Alternative Assessment are among the least utilized assessment methods, highlighting a clear need for targeted training and institutional support. This finding aligns with previous studies documenting low usage and limited familiarity with these approaches. For example, in Kenya, teachers preferred traditional assessments due to insufficient training and resources (Mutiso & Odhiambo, 2022), while lecturers in Iraq avoided alternative methods because of time constraints, inadequate facilities, and lack of economic support (Mohammed & Hayder, 2022). Similar patterns emerged in India, where higher education instructors demonstrated limited understanding and minimal use of project-based or discussion-based assessments (Gaikwad et al., 2023). In Ethiopia, although EFL teachers expressed positive attitudes toward alternative assessments, their implementation was hindered by resource and training limitations (Wollo University, 2025). Adaptive and diagnostic assessment tools also remain underused; a study in elementary math found them beneficial but noted significant barriers to widespread adoption (Alfageh et al., 2024). Student perspectives echo this trend, with EFL learners in Kuwait reporting only moderate exposure to alternative assessments despite recognizing their benefits (Alghasab & Alhaji, 2023). Collectively, these findings underscore the urgent need for comprehensive professional development and stronger institutional frameworks to support the integration of alternative and adaptive assessment practices (Bayo et al., 2025; Yuen & Kong, 2022).

Table 8 Effects and Relative Strength of Each Predictor on Assessment

Predictor Variable	Coefficient of Determination	P-value	Significance
Formal vs. Informal	-1.226	0.627	Not Significant
Formative and Summative	-1.44	0.311	Not Significant
Performance Based	-0.648	0.018	Moderate
Achievement vs. Proficiency	-0.884	0.698	Not Significant
Diagnostic	-1.162	0.608	Not Significant
Alternative Assessment	-1.504	0.448	Not Significant
Technology Enhanced Adaptive Assessment	-0.884	0.283	Not Significant
Self – Assessment	-0.777	0.373	Not Significant

A statistical analysis of assessment method predictors identified Performance-Based Assessment (PBA) as the most influential factor, explaining 64.8% of the variance ($R^2 = 0.648$) with a statistically significant P-value of 0.018. This suggests a moderate but reliable effect, indicating that PBA plays a critical role in improving assessment outcomes. In contrast, all other predictors—including Formative and Summative Assessment ($R^2 = -1.440$, $P = 0.311$), Formal vs. Informal Assessment ($R^2 = -1.226$, $P = 0.627$), Alternative Assessment ($R^2 = -1.504$, $P = 0.448$), Technology-Enhanced Adaptive Assessment ($R^2 = -0.884$, $P = 0.283$), and Self-Assessment ($R^2 = -0.777$, $P = 0.373$)—produced negative R^2 values and statistically insignificant results. These findings indicate that performance-based methods should be prioritized by curriculum developers and teacher training programs aiming to strengthen evaluation practices.

Supporting research aligns with this conclusion. Altukruni (2022) found that PBA enhances authentic language use and critical thinking by allowing students to apply real-world English skills. Portfolio-based assessments have been shown to improve writing performance through reflection, peer review, and error analysis (Abduljawad, 2024), while topical oral presentations significantly boost speaking skills (Kashinathan & Aziz, 2022). Additional studies highlight how PBA promotes higher-order thinking through open-ended questioning (Makmuroh et al., 2024), supports academic writing competency (Dewi et al., 2024), and fosters autonomy and inclusivity among culturally diverse learners (Baharom et al., 2022). Collectively, this body of evidence reinforces the value of performance-based strategies in developing key language skills and improving learner outcomes.

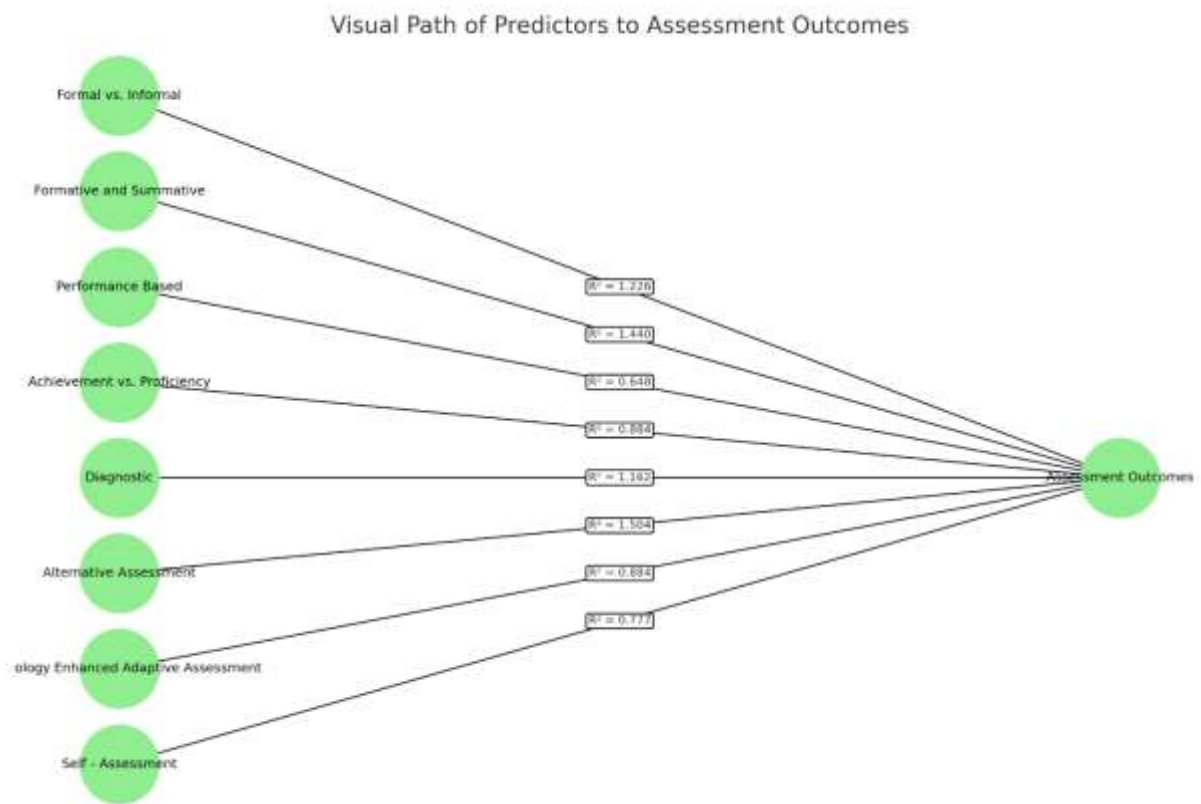


Figure 4 Path Analysis for Assessment Outcomes

The visual path diagram illustrates the relationship between various assessment method predictors and assessment outcomes. Each arrow is labeled with the corresponding R² value (absolute values are shown for clarity). Among the predictors, only the Performance-Based Assessment demonstrated a meaningful and statistically significant effect on assessment outcomes. In contrast, all other predictors yielded negative R² values and lacked statistical significance, suggesting their influence on assessment outcomes was weak or unreliable.

3.5 Policy Development

Policy development in English as a Second Language (ESL) education is shaped by multiple interconnected dimensions, each varying in emphasis and impact. As shown in Table 9, components like Early Childhood and Home Learning Environments and Curriculum Development receive strong attention, while factors such as Teacher Training and Socio-cultural and Economic Influence, despite their critical significance, are comparatively underemphasized—highlighting a disconnect between policy focus and actual drivers of effective reform.

Table 9 Policy Development

Policy Development	Mean	Verbal Description
National and Institutional Language Policy	4.20	Often
Curriculum Development and Teaching Approaches	4.24	Always
Teacher Training and Professional Development	4.00	Often
Socio-cultural and Economic Influence	4.17	Often
Early Childhood and Home Learning Environments	4.25	Always
Composite Mean	4.17	Often

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Rarely; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; 4.21 – 5.00 Always

The table shows that Teacher Training and Professional Development (4.00) and Socio-Cultural and Economic Influence (4.17) are the least emphasized components among the various ESL policy areas—though not low in absolute terms, they rank lowest relative to other categories. This pattern is consistent across several international contexts. In China, American ESL teacher education programs have helped improve pedagogical skills and cultural awareness, exposing gaps in local training systems (Jiao et al., 2023). Across settings, ESL teachers face professional identity challenges driven by top-down policy structures, limited autonomy, and insufficient support (Hafeez, 2023). In Fiji, critical elements like cultural responsiveness, mentorship, and tech integration are still underdeveloped in pre-service training (Tulomana et al., 2023). Pakistan continues to struggle with outdated curricula, lack of training, and weak institutional backing (Sultana & Imran, 2024; Khadija et al., 2024). Socio-cultural and economic factors also remain under-addressed despite their proven impact. In Bangladesh, indigenous students are underserved due to limited resources and socio-cultural challenges. Rwanda's cultural environment hinders English proficiency (Mugirase et al., 2025), while in Vietnam, cultural expectations and stakeholder pressure often outweigh formal teacher training in shaping classroom practices. Ecuador illustrates how digital platforms can expand access, yet persistent socioeconomic gaps and inadequate teacher preparation continue to undermine outcomes (Cuesta & Andrade, 2024). Though these dimensions are frequently overshadowed by priorities like curriculum reform and globalization, the evidence makes clear they are essential to effective ESL policy and require greater attention and investment.

Table 10 Effects and Relative Strength of Each Predictor on Policy Development

Predictor Variable	Coefficient of Determination	P-value	Significance
National and Institutional Language Policy	0.75	0	Significant
Curriculum Development and Teaching Approaches	0.63	0.14	Not Significant
Teacher Training and Professional Development	0.66	0	Significant
Socio-cultural and Economic Influence	0.78	0	Significant
Early Childhood and Home Learning Environments	0.65	0.02	Significant

A statistical analysis identified the strongest predictors influencing Policy Development in education. Socio-cultural and Economic Influence emerged as the most significant factor, accounting for 78% of the variance ($R^2 = 0.78$, $P = 0.00$), underscoring the powerful role of social and economic conditions. National and Institutional Language Policy followed closely, explaining 75% of the variance ($R^2 = 0.75$, $P = 0.00$), highlighting the value of structured language frameworks. Teacher Training and Professional Development accounted for 66% ($R^2 = 0.66$, $P = 0.00$), pointing to the importance of a well-equipped teaching workforce. The Early Childhood and Home Learning Environment also proved influential, explaining 65% of the variance ($R^2 = 0.65$, $P = 0.02$). In contrast, Curriculum Development and Teaching Approaches showed a weaker and statistically insignificant relationship ($R^2 = 0.63$, $P = 0.14$), suggesting their impact is more variable and indirect.

These findings align with recent studies. On socio-economic factors, Sultana & Imran (2024) and Dobinson et al. (2024) emphasize the need for infrastructure and support in low-income areas to improve language education. Institutional language policy challenges are highlighted by Bazai et al. (2022) in Pakistan and Lehman & Welch (2022) in international schools. For teacher training, research by Gabler et al. (2024), Heppt et al. (2022), Ag-Ahmad et al. (2022), and Schoeman et al. (2024) confirms the effectiveness of targeted professional development. Suharini & Fakhruddin (2025) and Gingras et al. (2023) support the role of early learning environments in shaping language outcomes. Finally, Izzah & Wulandari (2023) and Mundiri et al. (2023) reinforce that curriculum models are most effective when integrated with teacher agency and local context—supporting its role as a complement, not a core driver.

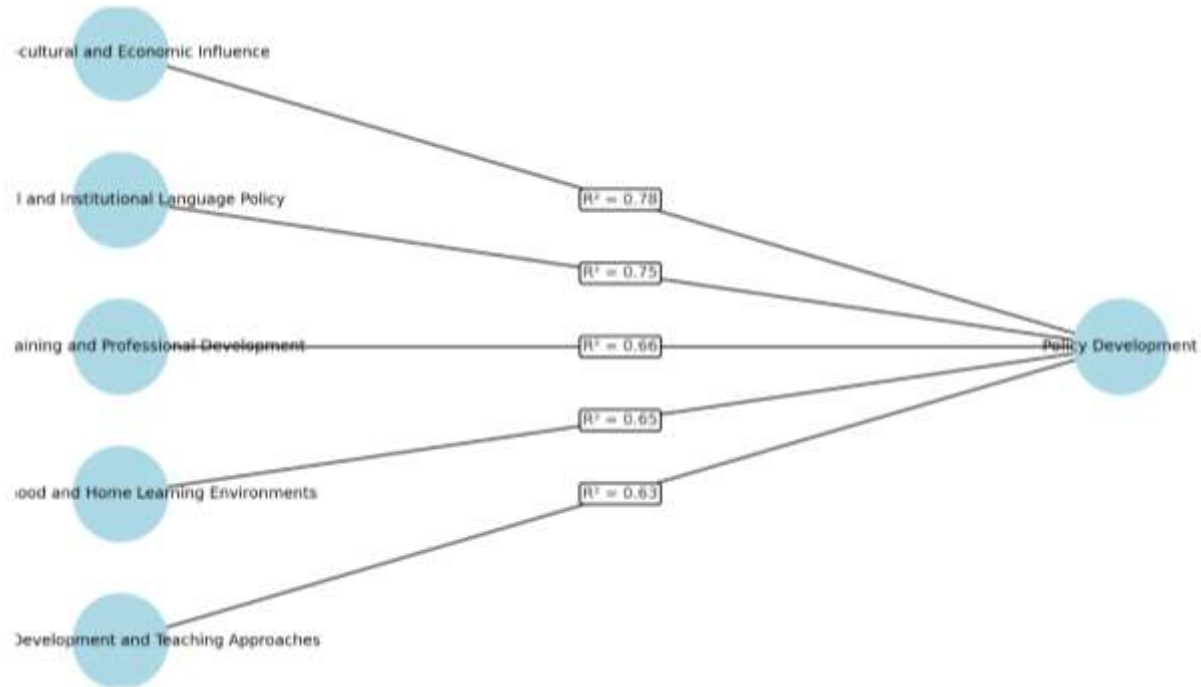


Figure 5 Path Analysis for Policy Development

The visual diagram illustrates the relationship between various influencing factors (left side nodes) and Policy Development (right side node), connected by lines labeled with R^2 values. These R^2 values represent the strength of each factor's contribution to policy development, with higher values indicating stronger influence. Among the factors, Cultural and Economic Influence ($R^2 = 0.78$) emerges as the most significant, highlighting the critical role of societal and economic contexts in shaping policy. National and Institutional Language Policy ($R^2 = 0.75$) also shows strong influence, underscoring the impact of existing language frameworks on new policy directions. Training and Professional Development ($R^2 = 0.66$) and School and Home Learning Environments ($R^2 = 0.65$) suggest that educator preparedness and learning contexts play important roles. Curriculum Development and Teaching Approaches ($R^2 = 0.63$), while slightly less influential, still contribute meaningfully to policy formation. Overall, the diagram conveys that policy development is driven by multiple interconnected factors, with socio-cultural and policy contexts exerting the greatest influence.

4. Conclusion

The findings underscore a significant discrepancy between the factors that most strongly influence ESL educational outcomes and those that are prioritized in current practice. Blended Learning Strategies demonstrated the highest predictive value for improving pedagogical practices ($R^2 = 0.591$), underscoring their capacity to support flexible, student-centered, and interactive instruction. In contrast, Teacher Leadership and Collaboration—though widely acknowledged as essential—received the lowest frequency rating (mean = 4.01), highlighting persistent systemic barriers such as limited institutional support, insufficient training, and low confidence among educators. A similar misalignment was evident in curriculum design, where Appropriate Texts and Materials exhibited the strongest influence on curricular effectiveness ($R^2 = 0.732$), despite being among the least developed elements (mean = 4.13). Nonetheless, curriculum practices overall were relatively robust, with Culturally Sensitive Approaches and Responsive Teaching Techniques showing both high usage and substantial predictive power ($R^2 = 0.611$ and 0.562 , respectively), suggesting a solid foundation for inclusive and adaptive instruction.

The gap between innovation and implementation was also evident in teacher training and assessment practices. Social, Communicative, and Professional Interactive Skills emerged as both the most frequently practiced (mean = 4.43) and the most statistically significant predictors of teaching effectiveness ($R^2 = 0.429$, $p = 0.040$), reinforcing their centrality in ESL contexts. However, innovative approaches such as VR-based training and microteaching, while gaining traction globally, remain underutilized and lacked significant predictive impact. In assessment, Performance-Based Assessment (PBA) was the only method with a statistically significant effect on outcomes ($R^2 = 0.648$, $p = 0.018$), yet its application remains limited. Conversely, adaptive and alternative assessments showed minimal usage and negligible predictive strength, suggesting constraints in teacher preparedness and institutional infrastructure. At the policy level, Socio-Cultural and Economic Factors had the strongest statistical influence ($R^2 = 0.78$, $p = 0.00$) yet were comparatively underemphasized in practice. Similarly, Teacher Training, while a

significant determinant of policy outcomes ($R^2 = 0.66$, $p = 0.00$), received the lowest mean score (4.00). These findings collectively emphasize the urgent need to recalibrate educational priorities to align with empirically validated drivers of effectiveness, thereby bridging the persistent gap between research evidence and practical implementation in ESL education.

5. Recommendations

1. **Prioritize Investment in Blended Learning Infrastructure and Teacher Training.** Given the substantial impact of blended learning on pedagogical outcomes, educational institutions should allocate strategic resources toward strengthening both the digital infrastructure and teacher capacity required for its effective implementation. This includes ongoing professional development in instructional technology, blended instructional design, and student engagement strategies tailored to hybrid learning environments.
2. **Establish Structured Initiatives to Enhance Teacher Leadership and Collaboration.** To address the identified gaps in teacher leadership, institutions should develop formal leadership training programs and promote collaborative professional learning communities (PLCs). These initiatives should focus on fostering teacher agency, peer mentorship, and interdisciplinary collaboration—critical components for sustaining high-quality instruction in ESL contexts.
3. **Revise and Curate Instructional Materials for Cultural Relevance and Linguistic Appropriateness.** Given the outsized impact of materials on curriculum effectiveness, curriculum developers must prioritize the review and adaptation of instructional texts to ensure alignment with learners' language proficiency levels and cultural backgrounds. This includes selecting or designing resources that reflect diverse identities, promote inclusion, and support equitable access to learning.
4. **Train Educators in the Evaluation and Adaptation of Instructional Materials.** To close the gap between curriculum design and classroom practice, educators should be equipped with the analytical skills and tools necessary to assess and modify learning materials. Training should emphasize content appropriateness, cultural representation, and contextual relevance to better meet the diverse needs of ESL learners.
5. **Sustain Emphasis on Social, Communicative, and Interactive Teaching Competencies.** Given their demonstrated impact on teacher effectiveness and student learning, communicative and socially embedded teaching practices should remain central in teacher education. Institutions must ensure that these competencies are systematically developed through practical, context-specific training modules and classroom-based applications.
6. **Integrate Emerging Technologies and Innovative Pedagogies into Professional Development.** Although still emerging in practice, technologies such as virtual reality (VR), microteaching platforms, and other innovative tools offer promising opportunities for experiential and reflective teacher training. Structured pilot programs and evidence-based evaluations should guide the gradual integration of these methods into mainstream training pathways.
7. **Expand the Adoption of Performance-Based Assessment (PBA) in ESL Classrooms.** Given PBA's significant impact on learning outcomes, stakeholders should embed it more deeply into ESL assessment frameworks. This includes training educators in authentic assessment practices such as portfolios, project-based tasks, oral presentations, and simulations that mirror real-world language use.
8. **Strengthen Capacity for Adaptive and Alternative Assessment Approaches.** To support more inclusive and differentiated assessment, institutions should invest in targeted capacity-building initiatives. These should include workshops, digital platforms, and mentoring support to enhance teacher proficiency and confidence in implementing adaptive technologies and alternative evaluation methods.
9. **Embed Socio-Cultural and Economic Considerations into Language Policy Development.** Policymakers must adopt culturally responsive and equity-driven frameworks when formulating language education policies. This involves recognizing local socio-economic dynamics, addressing resource disparities, and actively engaging communities in policy design and implementation.
10. **Elevate Targeted Teacher Training as a Central Pillar of ESL Policy.** Recognizing its foundational role in effective policy enactment, teacher training should be prioritized in ESL policy agendas. Sustained professional development, mentorship systems, and training tailored to evolving classroom realities will empower educators to implement reforms with fidelity, flexibility, and contextual sensitivity.

Limitations: This study is limited to the specific practices and conditions present in Siquijor. As such, the findings may not be directly applicable to other regions with different educational systems, cultural contexts, or linguistic backgrounds. Additionally,

the strategies explored are designed for learners acquiring English as a second language. These may not be relevant or effective in countries where English is the primary language, and language acquisition processes differ.

Future Directions: Future research should explore how the strategies identified in this study perform in diverse regions across the Philippines and other ESL (English as a Second Language) contexts. Comparative studies involving multiple provinces or countries can help assess the adaptability and scalability of these methods. Researchers could also investigate how these practices interact with digital learning tools, socioeconomic factors, and curriculum design. For broader relevance, further studies might consider contrasting ESL strategies with approaches used in English-first environments to highlight key distinctions and potential cross-applications.

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